

**2017-18**

**Knox County Schools**

**Middle School Student Progression Plan**

## Introduction

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The Student Progression Plan was developed by district and school-level personnel. It provides state and local guidelines and procedures for placement of students in the appropriate grade level, subjects, and/ or special programs to ensure that each student is afforded the opportunity to grow academically. This document outlines what a student should know and be able to do to be promoted. It also communicates what KCS will do to assist students in meeting the requirements for promotion to the next level.

## Our Vision

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We, the middle schools of Knox County, envision a system where we develop each school's capacity to function as a professional learning community that will;

- \* Deliver a relevant curriculum that reflects essential content, integrated skills and real world application
- \* Use best practices to drive instruction with appropriate, adequate and equitable resources
- \* Address and challenge each student's individual learning needs and well-being
- \* Promote a safe, positive and culturally aware environment
- \* Communicate effectively
- \* Use ongoing, meaningful professional development to increase rigor
- \* Foster students' belief in themselves, pride in their accomplishments, and opportunities to play and work cooperatively
- \* Engage all members of the school community
- \* Unite in our commitment to a common purpose and clear goals

## Our Mission

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To create a globally-oriented learning community that is consistently monitored by ongoing common assessments in a supportive learning environment tailored to meet the unique needs of young adolescents.

This program of Studies is the official program for Knox County Schools and is in compliance with the Tennessee State Board of Education Rules, Regulations, and Minimum Standards.



Requirements in Knox County Schools are above the minimum requirements stated in Rules, Regulations and Minimum Standards, Tennessee State Board of Education. Questions pertaining to the minimum standards for the State of Tennessee, and particularly for transfer students, may be answered by referring to this link:






[\*\*TN DOE Rules, Policies and Guidance\*\*](#)

Any request for exemptions from the policies or rules must be submitted in writing to the principal and must be approved by the principal and KCS Director of Secondary Education.

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Visit each department webpage by clicking on the link provided.

				
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## **ENROLLMENT**

### ***Admissions***

Any student entering school for the first time must present the following;

1. Officially acceptable evidence of date of birth at the time of registration;
2. Evidence of a current medical examination. There shall be a complete medical examination of every student entering school for the first time. This applies to kindergarten, first grade and other students for whom there is no health record;
3. Evidence of state-required immunization;
4. Proof of residency in school zone.

The name used on the records of a student entering school must be the same as that shown on the birth document unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent does not have or cannot present a birth document then the name used on the records of such student must be the same as that shown on documents that are acceptable to the school principal as proof of date of birth.

A child whose care, custody and support has been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed with the district office.

A student may transfer into the school system at any time during the year if his parent(s) or legal guardian moves his residence into the school system.

For more information, visit [School Admissions - KCBOE #J-150](#)

### ***Home School Students Entering Public Schools***

Home school students entering public schools are treated as students entering from other non-approved schools and are subject to State Board of Education Rule No. 0520-1-3-03(11). Students must be tested for placement or grade/class determination. The examination administered to students in grades 10-12 shall follow the procedures outlined in the section titled, "Procedures For Granting Course Credit For Home School Students."

## **Home School**

### **Home Schools - KCBOE #J-130**

### ***Testing Requirements For Independent Home School Students***

Independent home school students are required by law to take the same State Board-approved secure standardized tests required of public school students in grades 5 (including writing assessment in grade 5), 7, and 9 (but not the State Proficiency Test). All independent home school students in grades 5 and 7 will be administered the Tennessee Comprehensive Assessment Program (TCAP) tests. Independent

home school students registered with the Superintendent in other grades will not be administered the TCAP. Home school students shall be tested at the same time tests are administered in the public school that the home school student would otherwise be attending. If a home school student in grade 9 is taking a course for which there is a state board approved secure standardized end of course test, that student should be required to take that end of course exam. The LEA testing Coordinator will mail details concerning testing procedures to home school parents prior to the test dates.

### ***Absences***

The Board recognizes that good attendance at school is basic to student learning. Attendance is a key factor in student achievement; therefore, students are expected to be present each day that school is in session. Parents have both a legal obligation and a moral responsibility to see that children are present every day that school is in session.

The Director of Schools shall establish and maintain an attendance program designed to ensure all school age children attend school and that alternative program options are available for students who do not meet minimum attendance requirements. This program shall be designed so that it addresses and adheres to all statutory and regulatory requirements established by the State of Tennessee. School administrators and faculties are expected to develop programs and practices to achieve or exceed student attendance goals established by the State Board of Education. For these reasons, the Knox County Board of Education has adopted the following policy on student absences.

Acceptable (excusable) absences:

1. Personal illness, injury and hospitalization
2. Illness in the family temporarily requiring help from the child
3. Death in the immediate family
4. Recognized religious holidays regularly observed by persons of the student's faith
5. Verifiable family emergency
6. Court appearances for summons, subpoena or court order
7. For students with a parent or guardian who is deployed as member of the United States Armed Forces the following excusable absences shall apply provided appropriate documentation of the service member's deployment is furnished:
  - An excused absence for one (1) day when the member is deployed
  - An excused absence for one (1) day when the service member returns from deployment
  - Excused absences for up to ten (10) days for visitation when the member is granted rest and recuperation leave and is stationed out of the country
8. Students who are pregnant are excused from school for hospitalization and doctor's appointments when a physician's statement is provided. If a student is participating in a homebound program due to pregnancy, the homebound teacher will maintain attendance documentation.

Any absence not complying with the above reasons for excused absences will be considered as unexcused. An example of an unexcused absence: family vacations taken during the school year.

The principal or designee shall be responsible for ensuring the following:

1. Attendance is checked and reported daily for each class.
2. Daily absentee sheets contain sign-in/sign-out sheets and indicate students present or absent for the majority of the day.
3. All student absences are verified.
4. Written excuses are submitted for absences and tardiness.
5. If necessary, verification is required from an official or other source to justify absences.
6. System-wide procedures for accounting and reporting are to be followed.
7. Out-of-school suspensions (OSS) are not reported as an unexcused absence and are not a chargeable

offense for truancy in Juvenile Court.

8. Students in a homebound program are not marked absent from school. The homebound teacher records attendance for homebound students.

Excuses for absences must be made in writing to the principal or administrative designee by a parent or guardian and must be submitted within five (5) days of the student's return to school. All absences, and/or corrections to absences must be recorded within the respective 20-day attendance-reporting period or no later than ten (10) days following the end of each 20-day attendance-reporting period.

Faculties shall encourage student attendance and completion of classroom assignments according to the following guidelines:

1. **Assuring quality classroom experience.** Maximum effort shall be made in all classroom settings to provide a quality learning experience for each individual and to ensure that each day's class time is important.
2. **Emphasizing regular attendance.** Teachers shall inform students that time on task is essential to learning, that instruction loses context with lapse of time, and that, if students are absent from class, work that has to be made up outside of the regular classroom environment does not provide the same opportunity for learning as the regular class time.
3. **Making-up assignments.** If a student must be absent from school for any reason, excused or unexcused up to ten (10) days, upon returning to school, he/she shall be given the opportunity to make up any and all assignments that were missed during the student's absence. The student must request make-up assignments within three (3) days after returning. Teachers shall set a reasonable time for the completion of the work. Failure of a student to initiate a request for make-up work within three (3) days will result in lost opportunity for credit for that assignment.

Students who are suspended or expelled from school for more than ten (10) days shall be offered placement in the Alternative School Program for the duration of the suspension or expulsion, unless the student is considered to be a danger to the school community.

Students who refuse Alternative School placement, dismissed from the Alternative School Program early for any reason, or have been considered a danger to the school community, shall not be given the opportunity to request make-up assignments.

Students who are denied the opportunity to receive make-up assignments may appeal to the School Attendance Review Committee, then to the Director of Schools and Board. The Director of Schools will establish an administrative procedure to govern this appeal process.

In order to be counted present on any and all accounting attendance records, students in grades K-12 shall attend school for a time period of three (3) hours and thirty (30) minutes per school day. Students who attend less than three (3) hours and thirty (30) minutes per school day shall be recorded and reported as absent on any and all attendance records. Student attendance records shall be given the same level of confidentiality as other student records.

For more information, see [Attendance KCBOE #J-120](#)

### ***Student Placement***

Each student, at the time of initial school registration, must note previous school expulsions,



arrests resulting in a charge, arrests pending, and any juvenile justice actions. KCS has the authority to honor the final order of expulsion or dismissal of a student by a previous school including in state, out-of-state, public/private.

### ***Grade Placement And Promotion Within Middle School***

Students not making adequate progress in meeting district-established criteria will be identified as early as possible. When a student is identified as being at-risk for retention, parents will be notified and the student will be provided interventions. The interventions prescribed will be designed to assist the student in reaching grade-level expectations in core academic areas and to motivate and connect students to school.

The following criteria shall be used for identification and decision-making regarding retention of K-8 students;

- Grades and other indicators of academic achievement that may include but shall not be limited to state and district assessments;
- Physical, social, and emotional factors;
- Teacher, principal, and/or parent recommendations. Such identification at all grade levels shall be based primarily on the level of the student's proficiency in reading/language arts and mathematics.
- The level of English proficiency of ELL students will not be the primary factor in determining grade placement. While this is an administrative team decision, the law requires age-appropriate placement.
- Please note that by law, ELL students cannot be retained or fail a course due to a lack of proficiency in English.

### ***English Language Learners***

The ELL program is designed for students who are classified based on a level of English proficiency as determined by a standardized, state-approved ESL test (W-APT). Students are provided English instruction specifically designed for second language learners.

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented minors have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools may not:

- deny student admission during initial enrollment or at any other time based on undocumented status;
- treat a student differently to verify residency;
- engage in any practices that hinder the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status;
- require social security numbers as a requirement for admission to school, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student do not have to provide one. School enrollment and services cannot be denied or withheld based on immigration status. School personnel should not ask about immigration status or if a student and family members have social security numbers.

### ***Undocumented And Unaccompanied Minors***

There are a variety of immigration statuses and students enter the United States in several different ways. Regardless of their official status, students who are undocumented have the same legal rights as citizens in terms of access to schooling and services. Undocumented students are individuals who reside in the United States without formal legal permission. Some are visa holders who continue to live here after their visas expire. Others enter the U.S. without formal permission; there is no record from Customs or the Department of Homeland Security that they have entered the country or are living here because they did not request or receive permission from the government. For this reason, and due to the fact that they are typically unfamiliar with the U.S. systems and do not speak English, these students are extremely vulnerable and in need of additional support and services. It is not uncommon for these minors to come to the U.S. by themselves and/or to live with extended family members once they are here; those students are considered to be unaccompanied minors and many would qualify as homeless students.

### ***Refugees***

Knoxville is a refugee resettlement area. The federal government works with approved agencies to resettle groups from certain countries; these refugees have legal permission to live here in the United States. The approved agency in Knoxville, Bridge Refugee, works with refugee families to provide them with housing, employment, and more. Bridge Refugee will assist students and families when enrolling them in school.

### ***Retention***

Please note that by law, ESL students cannot be retained or fail a course due to a lack of proficiency in English. In addition, all retentions must be reported to the state Supervisor of ESL.

### ***SIFE Students***

With Knoxville being a refugee resettlement city, it is not uncommon for the majority of the refugee students to also be classified as SIFE students. (Students with Interrupted Formal Education). Due to unique challenges these students often face, specific classes are available to only to SIFE students. Eligibility for these classes will be determined by a SIFE Screener and interviews.

## **Transfers/Withdrawals**

### ***Transferring Information/Grade Conversion***

Students transferring from an approved or AdvancEd accredited school may do so without loss of credit for completed work. (See [TN DOE Rules, Policies and Guidance](#) )

A student transferring from one KCS school to another or from any state, regional or nationally accredited school to a KCS school will not be subject to change of grade placement by reason of transfer. Students from outside the system must bring with them evidence of previous attendance and standing. If such evidence is not available, the principals shall place the student in such grade, as is age appropriate; final disposition will be made upon receipt of the student's record or upon the student's performance.

### ***High School Credit Earned At Middle School***

KCS has the authority to award credit for high school courses completed at non-public middle schools based on demonstrated mastery of the subject matter, e.g., successful completion of the mastery test or written exam or performance in subsequent courses. For students who transfer to KCS from non-public middle schools and have completed high school courses, the following procedures will be followed:

- If no middle school transcript exists, contact the middle school and request documentation of the high school course completed and the grade earned.
- If a middle school transcript does exist, contact the middle school and verify that the course was

a high school course.

- A student must take a Knox County mastery test and receive a passing score.
- Testing will take place as determined by the high school counselor. The high school counselor will proctor, and the subject area department chair will grade the exam.
- Upon receiving documentation from the subject area department chair, the high school registrar or school counselor will enter the course and grade in the student's academic history.
- The grade awarded will be the grade earned in middle school.

### ***Transfers From Non-Accredited Schools***

If the student enters from non-accredited schools (schools not approved by the Tennessee State Department of Education or by comparable agencies), the principal will make temporary placement in view of available evidence, with permanent placement to be at the grade or level best suited to the students' academic, social and emotional development as indicated by observation and testing.

Home school students entering public schools are treated as students entering from non-approved schools. For further information see Tennessee State Department of Education at this link:

### **[TNDOE Home-Schooling](#)**

For placement purposes, written exams may be administered and graded by the principal or designated representative. The examination administered to students in grades 6-8 will cover only the last grade completed. Student scores from a recognized standardized test may substitute for the required written exam.

### ***Transfers From Non-Public Schools***

Students entering from Category 4 and 5 schools, as designated by the Tennessee State Department of Education, must be tested for grade placement.

The following link lists the status of all **[TN Non-Public Schools](#)**

- \* Credit from non-public schools, outside of Tennessee, will be awarded only if the school is listed as accredited on that state's DOE website.
- \* On-line (virtual) course credit will only be accepted if awarded by one of six regionally accredited associations:
  - \* AdvancEd
  - \* Middle States Association of Schools and Colleges (MSA)
  - \* New England Association of Schools and Colleges (NEASC)
  - \* North Central Association Commission on Accreditation and School Improvement (NCA)
  - \* Western Association of Schools and Colleges (WASC)
  - \* Northwest Association of Schools and Colleges (NWCCU)

## **Promotion, Retention and Acceleration**

Promotion, retention, or acceleration shall be considered on the basis of what is best for the child. The teacher is responsible for making the decision after consulting with the appropriate professional staff. In all cases, parent preference must be taken into account. The parents may appeal the decision to the principal, the Director of Schools, and the Board of Education.

Promotion: Students who have satisfactorily completed requirements for a grade or subject area are promoted.

Retention: When a student is not performing acceptably in a grade or subject and faces possible retention, the parent shall be notified in writing. A student may not be retained more than two times during his/her 6-8 school years without consultation with the Director of Secondary Education.

Acceleration: The appropriate professional staff and parents will make the decision for the promotion of a pupil to an upper grade.

### ***Withdrawal from a Knox County School***

Students shall notify their teacher(s) and/or principal when it is known that they will be withdrawing from school.

If a student drops a class or withdraws from school during a grading period, each teacher will record on the withdrawal form, grade sheet, and permanent record the grade letter and/or numerical equivalent attained as of the date of withdrawal.

The principal or designee shall ensure that all information is completed on a student's record before a transcript is sent to another school.

### **[Withdrawals - KCBOE #J-160](#)**

### **Focused Plan Of Study**

All eighth grade students, with the assistance of their parent/guardian (s) and school counselor or faculty advisor, will develop an initial four-year plan of focused and purposeful high school study to connect the student's academic and career goals to school. A copy of the plan will be provided to the parent and student, and a copy will be placed in the student's cumulative folder. This plan will be reviewed annually, and revised based on changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study. By the end of the tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to post-secondary study and work.

### **Middle School Courses Taken For High School Credit**

High school credit-bearing course offerings for eighth grade students may vary from school to school, per availability in the school:

- Honors Algebra
- Honors Geometry, Honors Algebra II, Honors Physical Science
- World Languages (Spanish I, French I, German I and Latin I)

Any student enrolled in Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Physical Science **must** take the state-mandated End-of-Course (EOC) assessment during the spring semester.

If an eighth grade student does not receive the credit, the Honors Algebra I coursework for the failed semester must be repeated at the high school level. The state high school policy requires students to take a mathematics course each year while in high school to complete a four credit core. With the principal's permission, students may repeat courses on a space-available basis under provisions set forth in this policy.

## **Repeating High School Courses - KCBOE #I-350**

### ***Repeating Passed Courses***

High school credit-bearing courses passed within a sequential subject may not be repeated after the student has received a passing semester grade in the next course. (For example: the student may not repeat Spanish I after receiving a passing grade in the first semester of Spanish II.)

High school credit-bearing courses passed with a grade of "B" or better may not be repeated in summer school. A passing grade of "C" or lower may be repeated with principal approval.

### ***Computation of Credits and Grade Points***

When a course is repeated, the higher of the two (2) grades shall be computed as part of the accumulated grade-point average.

The numerical grades earned in middle school courses taken for high school credit will appear on the student's high school transcript and will be calculated in the student's cumulative grade point average (GPA).

## **Middle School Honors Courses**

Local education agencies may elect to offer honors courses. Local education agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below:

- Extended reading assignments that connect with the specified curriculum.
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point presentations, or other modes of sharing findings. Connection of the project to the community is encouraged.
- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes, and styles.
  - Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  - Examples of purpose include to inform, to entertain, and to persuade.
  - Examples of style include formal, informal, literary, analytical, and technical.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.

### ***Guidelines For Enrolling Students In Honors Courses***

Teachers should consider the following characteristics when recommending students for honors courses:

- Shows desire and curiosity for learning
- Shows persistence when faced with challenges
- Learns quickly with good retention
- Demonstrates good work habits
- Is self-disciplined in establishing and reaching goals
- Has aptitude and potential for successful study in this course
- Is capable of working independently
- Actively participates in class
- Completes assignments by assigned deadline
- Demonstrates above average grade level aptitude in general essay/paragraph construction

The teacher(s) should initiate placement review at the end of the year if student's grades and/or standardized test scores fall below placement criteria. Teachers have until the end of the first nine weeks to identify students who have been placed inappropriately. Students should not be moved out of honors courses until after the first nine weeks. Students should not be moved out of honors without consultation with the content area supervisor and the Director of Secondary Education.

Students who are new to the system and enter after the first four and one-half weeks should not be moved out of the class until they have been given at least two weeks to get acclimated. Students are not to be moved after the first nine weeks without consultation with the content area supervisor or the Director of Secondary Education.

### ***Middle School World Language Guidelines***

Any middle school intending to offer world language as part of their course offerings must notify Central Office of their intent on or before April 1 of the prior school year. This will enable staff to prepare by finding certified and qualified personnel, acquiring necessary materials, and collaborating with the feeder high schools.

Middle schools should choose to offer a language that is offered at the feeder high schools and consider staffing issues (especially for hard-to-staff content areas).

Notification to Central Office should include whether the position will be full-time, part-time or shared with another school and should indicate the language that will be taught.

Approved world language course offerings for middle schools include:

- Level I Language High School Credit - 8th grade yearlong class in which students can earn high school credit. Students in this course must meet Honors requirements for ELA to be enrolled in this course.
- Exploratory courses that are related arts courses.
- An exploratory class that may meet for a semester or less. Students in this class must have at least a "C" average in order to enroll. This class can be one of the related arts wheel and will allow students exposure while helping to build the language program in the 8th grade.
- See course descriptions and course codes in the Student Progression Plan.

Eighth grade students enrolled in a Level I Language course will be required to take the appropriate EOC exam at the end of the course. Because this exam is typically administered in a 90-minute block, scheduling accommodations will be made to allow for time beyond the regular middle school period.

Student performance in world language classes should be handled in the same manner as core content classes. Specifically, decisions about whether to remove a student from a world language class should be based on data and made in collaboration with the parent and the content supervisor.

## **Grading and Notification**

### ***Grading Scale***

Report cards will be sent home or published via the Parent Portal eight (8) times a year at the end of each four and one-half (4 1/2) weeks grading period. Current grades are also available via the Parent Portal.

Grades show one decimal place on the report card. Please be aware that the following values are translated to these letter grades;

<b>Grades</b>	<b>Descriptors</b>	<b>Percent Scale</b>
A	Excellent	92.5-100%
B	Good	84.5-92%
C	Average	74.5-84%
D	Below Average	69.5-74%
F	Failure	0-69.4%

## **Grading Procedures**

### ***Core Courses***

Grades will be cumulative spanning an entire semester. The final semester grade will be based upon the cumulative class numerical average according to the KCS grading scale. The second semester grade will be determined by calculating the final cumulative class average (numerical) along with the numerical TCAP grade provided by the state factored in with compliance of state directives.

The one overall yearly grade for core courses will be determined by calculating the average of the first and second semester grades. Interim Reports will be issued every 4 1/2 weeks during a semester, which will provide parents with their child's class average at that printed/published point in time.

### ***Related Arts Courses***

The grades will be cumulative for the length of time a student is enrolled in the course, normally nine weeks. The final grade for a Related Arts course will be sent home at the nearest corresponding Interim Report issuing date.

### ***Grade Changes***

In the event that a teacher needs to make a grade change, it is the policy of KCS that only that teacher may make the change. If the teacher is not available to make the change, the principal may, after validation from a teacher's roll book or record, make the necessary grade change.

### **[Authorization for a Grade Change KCBOE #I-311](#)**

### **Specialized Education**

Knox County Schools provide a continuum of specialized education services to meet the individual needs of students with disabilities. Eligibility for specialized education services is determined through a referral and evaluation process. Services for eligible students are determined by an Individualized Education Plan (IEP) Team.

### ***Referral***

A parent, teacher, school counselor or others involved in a student's education, who believes that a student may require services, can make a referral to the School Support Team (S-Team). Referral to the S-Team will not necessarily result in referral to special education. The school district is required to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to special education. The S-Team develops a plan of instructional interventions and accommodations to meet the student's needs within the general program. The S-Team may determine that a student will be formally referred to determine eligibility for special education services.

### ***Evaluation***

When a student is formally referred, the IEP Team is formed and develops the evaluation plan and determines eligibility. The required members of the IEP Team include: parent(s), general education teacher, special education teacher, an assessment specialist, often a school psychologist, and an LEA (local education authority), often a school administrator. Parental permission is required for all initial evaluations and placements. The school district has sixty (60) calendar days from the time permission is obtained to complete the evaluation and determine eligibility.

### ***Eligibility***

The determination of eligibility for special education services has two components. After the completion of the evaluation, the IEP team meets to determine whether the evaluation results indicate that the student has one or more disabilities and whether due to the disability the student requires special education services to make progress in the general education program. Disability categories and criteria are set by state and federal special education law. Students must be reevaluated for eligibility every three years.

### ***Services***

Student placement and services are individualized to meet the unique needs of each student with a disability. The IEP Team develops an annual individualized education program (IEP) for each eligible student. The IEP includes a description of the student's present level of performance, participation in and accommodations for the general education program, and special education and related services to be provided to the student.

See **[Student Support Services](#)** for more information.



### ***Courses For Students With An Individual Education Plan***

The course codes and titles for students with disabilities may vary depending upon the individual needs of each student as documented by the school IEP Team in the Individual Education Program (IEP). The IEP Team is required to recommend placement for students in the least restrictive environment, the FIRST PRIORITY being regular program with accommodations, if needed, the SECOND PRIORITY being elective SPED courses, and the THIRD PRIORITY being required courses taught by SPED teachers (this also includes required courses.). This procedure can result in an individual student being assigned to one, two, or all three types of courses at the same time.

### ***Special Conditions***

#### **First Priority**

Whenever possible, students with disabilities will be included in appropriate levels of regular education courses. Students may also take courses that are co-taught with a SPED teacher. If the IEP directs the teacher to make accommodations for the student with a disability, the classroom teacher must make those accommodations. Accommodations are individually determined for each student by the IEP Team.

#### **Second Priority**

If the IEP indicates direct SPED services, the student may be placed in elective SPED courses. These courses do not have to fulfill a particular required academic credit, and may be general in nature in order to meet the specific needs of the student and the IEP.

#### **Third Priority**

A student with a disability can be recommended by the IEP team based on a qualifying disability (through the focused plan of study, annual review of the plan, or after attempting a required regular course) to take required courses taught in SPED settings. In such cases, the SPED teacher provides specialized instruction of the curriculum standards for that course and instructs the student accordingly. The SPED teacher is teacher of record for the required course, and therefore must meet NCLB Highly Qualified or content knowledge Praxis provisions for the course.

### ***Important Definitions To Consider In Course Placement***

#### **Accommodation**

An accommodation is a change in the timing, formatting, setting, scheduling, response mode, and/or presentation of an assignment or test for a class. Accommodations do not significantly alter what a test or assignment measures, but they do alter the expectations as to how the student demonstrates skill mastery.

#### **Modification\***

Modification is a significant adjustment in the learning expectations in a course content, which specifically means eliminating, in part or in whole, a State Performance Indicator.

**NOTE:** In some situations, special education students may be placed in regular education courses which are modified for the student, *eliminating, in part or in whole, the Course Level Expectations or State Performance Indicators*. In such cases, the regular course will be listed as “Modified”. Students can access Modified courses only by the recommendation being documented in the IEP. ***\*A modified course will not result in credit toward a regular diploma.***

## **Special Programs**

### ***Homebound Students***

Homebound applies to those students who, for medically verifiable reasons, are unable to physically attend their enrolled school, but are still capable of receiving instruction. Homebound is given only to students enrolled in Knox County Schools.

In order for a student to receive homebound services, his/her parent must submit the necessary paperwork, including physician documentation, to the homebound office. The time recommended by the doctor to be out of school will be considered as a recommendation only. For more information, please use the link below.

## **Homebound**

### ***English Second Language Learners (ELL)***

An alternative language program for ELLs, known as English Language Learners, is defined in Tennessee Rules and Regulations as “English instruction especially designed for speakers of other languages” [Rule 0520-1-3-.056.a. 1 and 2 ii.] An ELL program may be provided through various service delivery models including but not limited to:

- ESL pullout programs,
- ESL cluster centers to which students are transported from their zone schools,
- Resource centers/ESL laboratories,
- Structured immersion classes,
- Scheduled ESL class periods,
- Push-in models for content based ESL.

### ***AVID - Advancement Via Individual Determination***

AVID is a multi-year course for students from under-represented groups to assist them in developing the skills that will enable them to be successful in college. Such skills include the following:

- Note taking
- Study skill
- Test taking
- Time management
- ACT preparation
- Research skills

### ***Summer Bridge Program / Ninth Grade Transition Program***

This is an intensive summer instructional program designed to enable students to demonstrate mastery of essential concepts in reading/language arts and mathematics necessary for success in high school. Students who successfully complete the program will be promoted to ninth grade and will earn one elective high school credit in Academic Success. Those eligible are rising ninth grade students who have failed reading/language arts and mathematics and eighth grade and/or who have not demonstrated proficiency on standardized tests.

### ***International Baccalaureate Middle Years Programme (Currently available only at Bearden Middle in Partnership with West High)***

#### **What is the Middle Years Programme?**

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11 -16

by the International Baccalaureate (IB). The MYP is a five-year Programme, which can be implemented in a partnership between schools or in abbreviated two, three or four-year formats.

In an MYP classroom, you'll notice that the students are at the center of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

### **Diploma Programme**

In the final two years of high school, students can choose to enter either:

- Diploma Programme (DP), a curriculum that emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay.
- Career-related Programme (CP). The CP combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.

### **The Advantages Of An IB Education**

- The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. A unique feature of the Programme is that it extends the traditional curriculum to include immersion in four themes- approaches to teaching and approaches to learning, global contexts and concepts.
- Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression. IB World Schools (the only schools authorized to offer IB Programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB Programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.

For more information: [\*\*IB Programme at Bearden Middle School\*\*](#)

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## **2017-18 COURSE CODES**

Use this guide as a reference for courses available to Knox County Middle Schools. Not all courses offered may be available at every KCS Middle School. Consult with the guidance office at each middle school to confirm their particular course offerings.

<b><i>Career and Technology Education (CTE)</i></b>		
6th Keyboarding	610010	0610
7th Keyboarding	710010	0710
8th Keyboarding	810010	0810
6th Computer Literacy	646010	0646
7th Computer Literacy	746010	0746
8th Computer Literacy	846010	0846
6th STEM Explorers	649000	0649
7th STEM Innovators	749000	0749
8th STEM Designers	849000	0849
<b><i>English Language Arts (EL)</i></b>		
6th Grade ELL	9619060	09619
7th Grade ELL	9619070	09619
8th Grade ELL	9619080	09619
<b><i>Fine Arts (FA)</i></b>		
6th Creative Drama	0650010	00650
6th Dance	0651010	00651
7th Creative Drama	0750010	00750
7th Dance	0751010	00751
8th Creative Drama	0850010	00850
8th Dance	0851010	00851
<b><i>Interdisciplinary Courses (INT)</i></b>		
6th AVID	96336900	09633
7th AVID	96337900	09633
8th AVID	96338900	09633
6th Peer Tutor	96336200	09633
7th Peer Tutor	96337200	09633
8th Peer Tutor	96338200	09633
6th Lang Arts Lab	96336010	09633
7th Lang Arts Lab	96337010	09633
8th Lang Arts Lab	96338010	09633
6th Math Lab	96336060	09633
7th Math Lab	96337060	09633
8th Math Lab	96338060	09633

6th Study Skills	96330620	09633
7th Study Skills	96330720	09633
8th Study Skills	96330820	09633
6th Reading Lab	96330630	09633
7th Reading Lab	96330730	09633
8th Reading Lab	96330830	09633
6th Science Enrichment	96330607	09633
7th Science Enrichment	96330707	09633
8th Science Enrichment	96330807	09633
6th Project Based Learning	96331690	09633
7th Project Based Learning	96331790	09633
8th Project Based Learning	96331890	09633
6th Advisory	96330670	09633
7th Advisory	96330770	09633
8th Advisory	96330870	09633
<b><i>Intervention and Enrichment Codes</i></b>		
6th Intervention LA T2	963306012	09633
6th Intervention LA T3	963306013	09633
6th Intervention Math T2	963306062	09633
6th Intervention Math T3	963306063	09633
7th Intervention LA T2	963307012	09633
7th Intervention LA T3	963307013	09633
7th Intervention Math T2	963307062	09633
7th Intervention Math T3	963307063	09633
8th Intervention LA T2	963308012	09633
8th Intervention LA T3	963308013	09633
8th Intervention Math T2	963308062	09633
8th Intervention Math T3	963308063	09633
6th Enrichment	963306001	09633
7th Enrichment	963307001	09633
8th Enrichment	963308001	09633
<b><i>Language Arts (LA)</i></b>		
6th Language Arts	0601010	00601
6th Hon Language Arts	0601020	00601
7th Language Arts	0701010	00701
7th Hon Language Arts	0701020	00701
8th Language Arts	0801010	00801
8th Hon Language Arts	0801020	00801

<b><i>Math (MTH)</i></b>		
6th Grade Math	0606010	00606
6th Grade Honors Math	0606020	00606
7th Grade Math	0706010	00706
7th Grade Honors Math	0706020	00706
8th Grade Pre-Algebra	0806010	00806
Honors Algebra 1	310204100	00842
Honors Geometry	310804000	03108
6th Computer Science Exploratory	09830600	
7th Computer Science Exploratory	09830700	
8th Computer Science Exploratory	09830800	
Multi Grade Computer Science Exploratory	0980000	
<b><i>Music (MUS)</i></b>		
6th Vocal Music	0627010	00627
6th Instrumental Music	0628010	00628
6th Beg Band	0628020	00628
6th Beg Orchestra	0628030	00628
6th Gen Music	0654010	00654
7th Vocal Music	0727010	00727
7th Instrumental Music	0728010	00728
7th Int Band	0728020	00728
7th Int Orchestra	0728030	00728
7th Gen Music	0754010	00754
8th Vocal Music	0827010	00827
8th Instrumental Music	0828010	00828
8th Adv Band	0828020	00828
8th Adv Orchestra	0828030	00828
8th Gen Music	0854010	00854
<b><i>Physical Education (PE)</i></b>		
6th Health/Safety	0611010	00611
6th PE	0652010	00652
7th Health/Safety	0711010	00711
7th PE	0752010	00752
8th Health/Safety	0811010	00811
8th PE	0852010	00852
<b><i>Science (SCI)</i></b>		
6th Grade Science	0607010	00607
6th Grade Honors Science	0607020	00607
7th Grade Science	0707010	00707
7th Grade Honors Science	0707020	00707

8th Grade Science	0807010	00807
8th Grade Honors Science	0807020	00807
Honors Physical Science	320203000	03202
<b><i>Social Studies (SS)</i></b>		
6th Grade Social Studies	0619010	00619
6th Grade Honors Social Studies	0619020	00619
7th Grade Social Studies	0712010	00712
7th Grade Honors Social Studies	0712020	00712
8th Grade Social Studies	0814010	00814
8th Grade Honors Social Studies	0814020	00814
<b><i>Special Education (SPE)</i></b>		
6th Mod Prog	91040600	09104
7th Mod Prog	94080700	09408
8th Mod Prog	94080800	09408
6th Mod Math	97170000	09717
7th Mod Math	91080706	09108
8th Mod Math	91080806	09108

6th Mod Science	97180000	09718
7th Mod Science	91090707	09109
8th Mod Science	91090807	09109
6th Mod Lang Arts	97160000	09716
7th Mod Lang Arts	91110701	09111
8th Mod Lang Arts	91110801	09111
6th Mod Soc Studies	97190000	09719
7th Mod Soc Studies	91120712	09112
8th Mod Soc Studies	91120814	09112
6th Comp Prog	91290600	09129
7th Comp Prog	91330700	09133
8th Comp Prog	91330800	09133
6th Speech 1/Wk	09439001	09439
6th Speech 2/Wk	09439002	09439
6th Speech 3/Wk	09439003	09439
6th Speech 4/Wk	09439004	09439
6th Speech 5/Wk	09439005	09439
6th Speech 1 45/Wk	09439006	09439
6th Speech 2 45/Wk	09439007	09439
6th Speech Dir Cnslt	09439008	09439
6th Speech Tch Cnslt	09439009	09439
7/8 Speech 1/Wk	09440001	09440
7/8 Speech 2/Wk	09440002	09440
7/8 Speech 3/Wk	09440003	09440
7/8 Speech 4/Wk	09440004	09440
7/8 Speech 5/Wk	09440005	09440

7/8 Speech 1 45/Wk	09440006	09440
7/8 Speech 2 45/Wk	09440007	09440
7/8 Speech Dir Cnslt	09440008	09440
7/8 Speech Tch Cnslt	09440009	09440
6th Vision Prog Inc	94530600	09453
7/8th Vision Prg Inc	94570000	09457
6th Hearing/Deaf Ed	94940600	09494
7/8th Hearing/Deaf Ed	94950000	09495

<b><i>Visual Art (ART)</i></b>		
6th Art Annual	0653010	00653
6th Art Wheel	0653050	00653
7th Art Annual	0753010	00753
7th Art Wheel	0753050	00753
8th Art Annual	0853010	00853
8th Art Wheel	0853050	00853
<b><i>World Language (WLG)</i></b>		
6th Expl Spanish	0602010	00602
6th Expl Latin	0603010	00603
6th Expl French	0604010	00604
6th Expl German	0605010	00605
6th Expl Chinese	0666010	00666
7th Expl Spanish	0702010	00702
7th Expl Latin	0703010	00703
7th Expl French	0704010	00704
7th Expl German	0705010	00705
7th Expl Chinese	0766010	00766
8th Expl Spanish	0802010	00802
8th Expl Latin	0803010	00803
8th Expl French	0804010	00804
8th Expl German	0805010	00805
8th Expl Chinese	0866010	00866
<b>Eighth grade students that successfully complete coursework and pass the EOC for the classes listed below will receive high school credit.</b>		
Spanish 1 Honors	302100000	00802
Latin 1 Honors	303100000	00803
French 1 Honors	304100000	00804
German 1 Honors	305100000	00805



## **2017-18 Middle School Course Descriptions**

The courses listed in the Middle School Student Progression Plan embody the full array of courses offered throughout KCS; however, not all courses will be available in any one middle school.

Middle schools may choose to print their own school-based Course Catalog; however, the courses listed must come from the KCS Middle School Student Progression Plan. Courses listed in the District's document are the only state approved courses. Individual schools may not change the titles, course descriptions, or prerequisites, nor may they add other courses that are not listed in the KCS Middle School Student Progression Plan.

Questions concerning this publication may be directed to the KCS Director of Secondary Education.



## **Career and Technology Education (CTE)**

### **STEM Explorers**

#### **KCS Course Code: 0649 Grade 6th**

STEM Explorers is a fundamental course for middle school students to search for answers to “What is STEM?” A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.

### **STEM Innovators**

#### **KCS Course Code: 0749 Grade 7th**

STEM Innovators is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of “What could be?” A student proficient in this course will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.

### **STEM Designers**

#### **KCS Course Code: 0849 Grade 8th**

STEM Designers is a fundamental middle school course that trains students to define problems and methodically answer the question, “What is the solution?” Upon completion of this course, proficient STEM designers understand that engineering design is a process of developing solutions to problems and challenges in order to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.

### **Keyboarding**

#### **KCS Course Codes: 0610, 0710, 0810**

#### **Grade: 6-8**

The student will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

### **Computer Literacy**

**KCS Course Codes: 0646, 0746, 0846**

**Grade: 6-8**

This course is designed to improve student use and understanding of information age technology. Mastering the standards will enable students to learn about and effectively access and use technology resources. Students will use a variety of computer applications and tools.

### **English Language Arts**

**Grades 6-8:** This grade band builds on previously learned skills in all language arts areas. By the end of this band, students should be equipped with a solid range of skills in reading, writing, reasoning, and communicating necessary to manage successfully the rigors of English language arts at the secondary level.

<b>ELA and Reading Grade 6 Honors</b>	<b>SDE Course Code: 00601</b>	<b>KCS Course Code: 0601</b>
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In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. In addition this course will prepare students for the Tennessee Ready Assessments. In developing the local curriculum, KCS teachers followed the Tennessee Ready Assessments and the TDOE Curriculum Standards. At the honors level, students may experience texts with a higher level of complexity than the grade level classes. Curriculum modules should reflect the TDOE Honors Framework for extension.

<b>ELA and Reading Grade 6</b>	<b>SDE Course Code: 00601</b>	<b>KCS Course Code: 0601040</b>
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In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. In addition this course will prepare students for the Tennessee Ready Assessments. In developing the local curriculum, KCS teachers followed the Tennessee Ready Assessments and the TDOE Curriculum Standards.

<b>ELA and Reading Grade 7 Honors</b>	<b>SDE Course Code: 00701</b>	<b>KCS Course Code: 0701</b>
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In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. In developing the local curriculum, KCS followed the TDOE Curriculum Standards. At the honors level, students may experience texts with a higher level of complexity than the grade level classes. Curriculum modules should reflect the TDOE Honors Framework for extension.

<b>ELA and Reading Grade 7</b>	<b>SDE Course Code: 00701</b>	<b>KCS Course Code: 0701040</b>
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In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and

informational books and articles. In developing the local curriculum, KCS followed the TDOE Curriculum Standards.

<b>ELA and Reading Grade 8 Honors</b>	<b>SDE Course Code: 00801</b>	<b>KCS Course Code: 0801</b>
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In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Language standards are foundational and integrated throughout the curriculum design. In developing the local curriculum, KCS followed the TDOE Curriculum Standards. At the honors level, students may experience texts with a higher level of complexity than the grade level classes. Curriculum modules should reflect the TDOE Honors Framework for extension.

<b>ELA and Reading Grade 8</b>	<b>SDE Course Code: 00801</b>	<b>KCS Course Code: 0801040</b>
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In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Language standards are foundational and integrated throughout the curriculum design. In developing the local curriculum, KCS followed the TDOE Curriculum Standards.

## **Reading**

### **READ 180 – 6th, 7th and 8th Grade**

**SDE Course Code: 6012, 7012, 8012**

**KCS Course Code: 963306012, 963307012, 963308012 respectively**

This course provides a comprehensive reading intervention program for striving readers who are in need of a Tier II intervention. This comprehensive program is designed to improve low reading achievement with a particular emphasis on vocabulary development and comprehension skills. On-going assessments determine student placement for this course. This course requires 45, 60, or 90 minutes of instructional time in order to be effective.

### **R Language! Live 6th, 7th and 8th Grade**

**SDE Course Code: 6013, 7013, 8013**

**KCS Course Code: 963306013, 963307013, 963308013 respectively**

This course provides a comprehensive and intensive Tier III reading/language arts intervention program. Students are identified through a series of assessment data that may include TCAP as well as standardized comprehension and fluency testing. This course has six levels that provide explicit, systematic, research-based instruction covering reading, including decoding, vocabulary, comprehension, fluency, and written language skills. On-going assessments determine student placement for this course. This course requires at least 45-60 minutes of instructional time every day to be effective.

### **Rewards Reading and Rewards Plus Writing 6th Grade**

**SDE Course Code: 6012**

**KCS Course Code: 963306012**

This is a direct instruction Tier II intervention course. Written by Dr. Anita Archer, it provides

explicit, systematic, research-based instruction covering reading decoding, vocabulary, comprehension, and written language skills. This course requires at least 30 minutes of instruction every day to be effective.

### **Rewards Plus Social Studies**

#### **Rewards Plus Science 7th Grade**

**SDE Course Code: 7012**

**KCS Course Code: 963307012**

This is a direct instruction Tier II intervention course. Written by Dr. Anita Archer, it provides explicit, systematic, research-based instruction covering reading decoding, vocabulary, comprehension, and written language skills. The texts for this course focus on the specific types of informational texts students will be expected to read in social studies and science classes. This course requires at least 30 minutes of instruction every day to be effective.

### **Step Up to Writing and Six Minute Solution 8th Grade**

**SDE Course Code: 8012**

**KCS Course Code: 963307812**

Step Up strategies are built to support specific standards in the areas of writing, vocabulary, language, reading, speaking and listening. The intent is to provide the scaffolding and instructional sequence support for students to become independent writers who write with increasing sophistication.

With nonfiction passages that support science, social studies, and humanities, Six-Minute builds background knowledge in the content areas. Students become accustomed to reading content-area text, so they are able to read it – and their textbooks – with fluency and increased comprehension. This course requires 30 minutes of instruction every day to be effective. Students will work with Step Up and Six-Minute throughout the school year.

### **Reading Plus – 6th, 7th, and 8th SDE Course Code: 6012, 7012, 8012**

**KCS Course Code: 963306012, 963307012, 963308012 respectively**

This is a Tier II computer-based silent, sustained reading intervention. Students entering this course need support with comprehension and vocabulary. In order to be successful, students need to read on a 2.5 grade level and have mastery of phonics. This course requires at least 30 minutes of instructional time every day to be effective. Significant progress occurs when students complete 100+ lessons in a school year. Students enrolled in this program do not have home access since it is web-based.

## **Mathematics**

The K-12 Mathematics Curriculum Framework is aligned with the Tennessee Mathematics Curriculum Framework and the National Council of Teachers of Mathematics Standards. The curriculum includes five (5) standards:

- Mathematical Processes;
- Number and Operations;
- Algebra;
- Geometry and Measurement;
- Data Analysis, Statistics and Probability.

The Mathematical Processes Standard includes communication, real-world and historical connections, reasoning and proof, problem solving, representations, and technology. These standards guide and support the Knox County Schools K-12 Mathematics Curriculum.

<b>6th Grade Mathematics</b>	<b>SDE Course Code: 00606</b>	<b>KCS Course Code: 0606010</b>
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6th Grade Mathematics extends the students' understanding and fluency of number and operations to include fractions, decimals, ratios and percents. Students solve multi-step contextual problems involving fractions and decimals. They apply their knowledge to solve a variety of problems requiring the use of reasoning and communication. They use statistics and probability in real-world applications to analyze and interpret data. Areas of focus include algebraic patterns and relationships, variable expressions and multi-step equations, and geometric relationships. They model and solve a variety of problems involving surface area, area and circumference of circles, and volumes of prisms and pyramids.

**Accelerated Mathematics** is designed for students who perform at average to high average ability in mathematics. They will follow the Sixth Grade curriculum and continue accelerating rigorous pre- algebra topics designed to prepare them for Honors Algebra I in the 8th grade. These students will continue with the Seventh Grade Accelerated Mathematics Program.

<b>6th Grade Honors Mathematics</b>	<b>SDE Course Code: 00606</b>	<b>KCS Course Code: 0606020</b>
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Honors Mathematics is a continuation of the fifth grade advanced mathematics program. This course goes into greater depth and application of previous learning. Students complete the requirements for sixth grade mathematics through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology.

<b>7th Grade Mathematics</b>	<b>SDE Course Code: 00706</b>	<b>KCS Course Code: 0706010</b>
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7th Grade Mathematics extends students' understanding of the mathematical processes of problem solving, communication, and reasoning. Students continue to build a foundation for algebra by solving equations with positive and negative rational numbers. They apply their knowledge of integers to graph and identify points on the coordinate system. They create and interpret graphs using function rules and ordered pairs. Students identify slope of a line as a unit rate. Other areas of focus include proportional reasoning, data analysis and various representations of data.

**Accelerated Mathematics** is designed for students who perform at average to high average

ability in mathematics. They will follow the Seventh Grade curriculum and continue accelerating rigorous pre- algebra topics designed to prepare them for Honors Algebra I in the 8th grade. These students must demonstrate proficiency of pre-algebra topics in order to be recommended for Honors Algebra I.

<b>7th Grade Honors Mathematics</b>	<b>SDE Course Code: 00706</b>	<b>KCS Course Code: 0706020</b>
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7th Grade Honors Mathematics completes the seventh grade mathematics curriculum and the Honors Pre-Algebra curriculum described below through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. Upon successful completion of this course, students will be prepared for Honors Algebra I in the 8th grade.

<b>8th Grade Pre-Algebra</b>	<b>SDE Course Code: 00806</b>	<b>KCS Course Code: 0806010</b>
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Eighth Grade Pre-Algebra is a rigorous course designed to prepare students for the Algebra I curriculum. Students use linear functions, linear equations, and system of equations to represent, analyze, and solve a variety of problems. Students extend their understanding of slope as a constant rate of change and use slope to analyze situations and solve problems. They apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedral.

Accelerated Pre-Algebra is the rigorous pre-algebra course described above with additional topics to accelerate the students' understanding of algebraic concepts. This course will prepare students for Honors Algebra I in the 9th grade.

<b>Honors Algebra I</b>	<b>SDE Course Code: 00842</b>	<b>KCS Course Code: 31020410</b>
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Honors Algebra I is a course that places an emphasis on the systematic development of the language through which most of mathematics is communicated. Students develop an understanding of concepts at an abstract level, and apply them in a process that fosters generalizations and insights beyond the original content. Areas of focus include properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents and radicals. This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.

<b>Honors Geometry</b>	<b>SDE Course Code: 03108</b>	<b>KCS Code: 310804000</b>
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Honors Geometry is a course that studies the advanced concepts of plane geometry and the related topics in three-dimensional geometry, coordinate geometry and transformational geometry. The content includes the vocabulary of geometry and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are utilized to help students grasp an understanding of how geometry is used in different careers. This course places an emphasis on problem solving, writing skills (especially proofs) and algebraic applications. This is a high school equivalent course. (Must follow successful completion of Algebra I or Integrated Math I)

<b>Computer Science Exploratory</b>	<b>KCS Course Code: 09830</b>	<b>Grades: 6-8</b>
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Computer Science Exploratory is a computer science survey course This course is modular in design to be customized to fit a 9-week, semester, or yearlong schedule. The modules take a wide view on

computer science by covering topics such as computational components, troubleshooting, data protection & encryption, internet & networks, and ethics & attribution. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun.

## Science

<b>6th Science</b>	<b>0607010</b>	<b>00607</b>
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This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes include interdependence and interactions of living things with their environment, the universe, the Earth's atmosphere, and energy including the various forms and the role of magnetic fields and electrical currents.

<b>6th Hon Science</b>	<b>0607020</b>	<b>00607</b>
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Students will use higher-level thinking skills in this accelerated 6th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TCAP achievement scores.

<b>7th Science</b>	<b>0707010</b>	<b>00707</b>
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This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes are cells and their processes, flow of matter & energy specifically photosynthesis and cellular respiration, heredity/genetics, minerals and rocks, the Earth, Newton's laws of motion and simple machines.

<b>7th Hon Science</b>	<b>0707020</b>	<b>00707</b>
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Students will use higher-level thinking skills in this accelerated 7th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TCAP achievement scores.

<b>8th Science</b>	<b>0807010</b>	<b>00807</b>
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This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes are biodiversity and change, basics of chemistry, magnetism/electricity, and gravitational forces on Earth and within our universe.

<b>8th Hon Science</b>	<b>0807020</b>	<b>00807</b>
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Students will use higher-level thinking skills in this accelerated 8th grade science course. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course. Students chosen for this challenging course have scored well above grade level on the TCAP achievement scores.

<b>Honors Physical Science</b>	<b>320203000</b>	<b>03202</b>
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This course provides a **physical science high school credit** while a student is still enrolled in middle school. The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. Students in this class are required to take the high school Physical Science system End of Course Exam. (Current enrollment in Algebra I; Prerequisites:



Combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits). This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.

## **Social Studies**

### **6th Grade World History and Geography**

#### **Early Civilizations through the Decline of the Roman Empire (5th century C.E.)**

**SDE Course Code: 00619 KCS Course Code: 0619010**

Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.

### **6th Honors World History and Geography**

#### **Early Civilizations through the Decline of the Roman Empire (5th century C.E.)**

**SDE Course Code: 00619 KCS Course Code: 0619020**

Sixth grade honors students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources. Students will use high-level thinking, problem solving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 6th grade Social Studies course.

### **7th Grade World History and Geography**

#### **The Middle Ages to the Exploration of the Americas**

**SDE Course Code: 00712 KCS Course Code: 0712010**

Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and

commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.

### **7th Honors Social Studies World History and Geography**

#### **The Middle Ages to the Exploration of the Americas**

**SDE Course Code: 00712 KCS Course Code: 0712020**

Seventh grade honors students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world. Students will use higher-level thinking, problemsolving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 7th grade Social Studies course.

### **8th Grade United States History and Geography**

#### **Colonization of North America to Reconstruction and the American West**

**SDE Course Code: 00814 KCS Course Code: 0814010**

Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.

## **8th Honors Social Studies United States History and Geography**

### **Colonization of North America to Reconstruction and the American West**

**SDE Course Code: 00814 KCS Course Code: 0814020**

Eighth grade honors students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content. Students will use higher-level thinking, problem solving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 8th grade Social Studies course.

## **World Languages**

<b>LEVEL I French I 3041</b>	<b>SDE Course Code: 304100000</b>	<b>KCS Course Code: 00804</b>
<b>LEVEL I German I: 3051</b>	<b>SDE Course Code: 305100000</b>	<b>KCS Course Code: 00805</b>
<b>LEVEL I Spanish I: 3021</b>	<b>SDE Course Code: 302100000</b>	<b>KCS Course Code: 00802</b>

Each of these classes is a yearlong high school credit-bearing course for 8th graders who meet requirements to be enrolled in Honors courses. The curriculum is the same as for these classes at the high school level and students must demonstrate proficiency by passing the county EOC at the end of the year.

These courses are for students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Students who take this course and pass the class and the EOC will earn one credit; they will need to earn another credit in the second year of the same language in order to meet graduation requirements.

<b>LEVEL I (Latin I: 3031)</b>	<b>SDE Course Code: 303100000</b>	<b>KCS Course Code: 00803</b>
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This class is a yearlong high school credit-bearing course for 8th graders who meet requirements to be enrolled in Honors courses. The curriculum is the same as for Latin I at the high school level and students must demonstrate proficiency by passing the county EOC at the end of the year.

This course is for students who are interested in acquiring knowledge of the Roman language and culture. The curriculum includes the development of vocabulary, grammar, and translation skills, as well as the study of the historical and cultural values of Rome and its continuing contributions to western civilization.

Students who take this course and pass the class and the EOC will earn one credit; they will need to earn another credit in Latin II in order to meet graduation requirements.

### **Exploratory Classes**

#### **6th Grade Exploratory Classes (Chinese, French, German, Latin, Spanish)**

<b>SDE Course Code: Chinese 0666010</b>	<b>KCS Course Code: Chinese 00666</b>
<b>SDE Course Code: French 0604010</b>	<b>KCS Course Code: French 00604</b>
<b>SDE Course Code: German 0605010</b>	<b>KCS Course Code: German 00605</b>
<b>SDE Course Code: Latin 0603010</b>	<b>KCS Course Code: Latin 00603</b>
<b>SDE Course Code: Spanish 0602010</b>	<b>KCS Course Code: Spanish 00602</b>

This class is an exploratory course designed to provide an introduction to culture and basic language skills for sixth grade students. Students in this class must have at least a “C” average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit.

#### **7th Grade Exploratory Classes**

<b>SDE Course Code: Chinese 0766010</b>	<b>KCS Course Code: Chinese 00766</b>
<b>SDE Course Code: French 0704010</b>	<b>KCS Course Code: French 00704</b>
<b>SDE Course Code: German 0705010</b>	<b>KCS Course Code: German 00705</b>
<b>SDE Course Code: Latin 0703010</b>	<b>KCS Course Code: Latin 00703</b>
<b>SDE Course Code: Spanish 0702010</b>	<b>KCS Course Code: Spanish 00702</b>

This class is an exploratory course designed to provide an introduction to culture and basic language skills for seventh grade students. Students in this class must have at least a “C” average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit.

<b>8th Grade Exploratory (Chinese)</b>	<b>SDE Course Code: 0866010</b>	<b>KCS Course Code: 00866</b>
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This class is an exploratory course designed to provide an introduction to Chinese culture and basic language skills for eighth grade students. Students in this class must have at least a “C” average in order to enroll. This course will be offered as a Related Arts course. Students will learn about topics in relation to general themes such as holidays and celebrations, civilization, geography, language, and culture. Students do not earn high school credit.

### **Physical Education, Health and Wellness**

#### **Sixth Grade Health**

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person’s total health. Students will:

- Define personal safety and describe self-protection skills. Describe injury prevention and

demonstrate first aid.

- Name the five components of physical fitness: flexibility, muscle strength, muscle endurance, agility, and cardiovascular fitness.
- Describe how to make good decisions regarding personal health. List various harmful substances that are used and abused.
- Identify body systems and their functions
- List communicable (i.e., cold, influenza, mononucleosis) and non-communicable (i.e., heart disease, epilepsy, diabetes) diseases and understand their effects.
- Name personal healthcare facilities such as local hospitals, health departments, and safe havens and shelters.

<b>6th Health and Safety</b>	<b>SDE Course Code: 00611</b>	<b>KCS Course Code: 0611010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

Family Life Education and HIV/AIDS Education are included in the Health standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the “opt out” form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child’s teacher at the school.

Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County Schools staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 9th grades.

### **Seventh Grade Health**

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person’s total health.

Students will:

- Analyze body systems (e. g., circulatory, digestive, reproductive, skeletal, muscular) and their functions.
- Explain the benefits of exercise to social, mental and physical health.
- Analyze a food label and evaluate individual food choices.
- Compare stages of human growth and development (e.g., adolescence to puberty).
- Understand the prevention, symptoms, and treatment of contagious and non-contagious diseases.

<b>7th Health and Safety</b>	<b>SDE Course Code: 00711</b>	<b>KCS Course Code: 0711010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

Family Life Education and HIV/AIDS Education are included in the Health standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the “opt out” form sent home with each student before instruction begins.

Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child's teacher at the school.

Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County Schools staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 10th grades.

### **Eighth Grade Health**

The overall goal of health is to introduce students to the basic knowledge and skills needed to establish healthy living habits, personal healthcare, and the availability of community health providers. There is a focus on personal choices and how those choices impact a person's total health. Students will: Explain the impact of personal health behaviors on the body systems. Formulate a physical activity plan. Compare and contrast a consumer health product and /or service. Evaluate personal food choices and discuss eating disorders and media influences. Demonstrate decision making skills that support good personal health including role playing and refusal skills. Understand the relationship between sexual activity and risk of infection of communicable disease. Research healthcare careers. Examine the effects of tobacco, alcohol, and drug use and the consequences to one's self, family, and society. Evaluate high risk situations and personal safety precautions. Demonstrate first aid procedures and identify emergency resources.

<b>8th Health and Safety</b>	<b>SDE Course Code: 00811</b>	<b>KCS Course Code: 0811010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a health class.

Family Life Education and HIV/AIDS Education are included in the Health standards. These topics are mandated by State Law (Public Charter No. 565). Parents have the option to have their child exempted and placed in an alternate learning environment during the Family Life instruction. A parent may complete and return the "opt out" form sent home with each student before instruction begins. Parents are welcome to review the Family Life and HIV/AIDS education curriculum and materials by contacting their child's teacher at the school. Knox County Schools and the Knox County Health Department have employed a School Health Educator, whose primary responsibility is to deliver the Family Life curriculum in collaboration with the Health and Wellness teachers. Only Knox County Schools staff and Knox County Health Department personnel will deliver this important and delicate curricular material. Family Life education is taught in 6th, 8th and 10th grades.

### **Sixth Grade Physical Education**

Physical education plays a major role in the overall education of students. The skills learned prepare children physically and help develop skills that prepare them for success in the classroom. As children grow and increase their physical abilities, they learn how to participate in activities within groups, and they should develop an interest in both team and individual sports. Students will: Demonstrate basic skills needed to participate in a variety of team and individual sports and games. Describe common rule infractions within these sports and games. Demonstrate good sportsmanship and teamwork. Participate in movement and exercises to improve physical fitness. Participate in and individual fitness assessment and create a plan to improve areas of weakness. Achieve and maintain a health-enhancing level of physical fitness. Develop a life-long awareness of a

physically active lifestyle

<b>6th Physical Education</b>	<b>SDE Course Code: 00652</b>	<b>KCS Course Code: 0652010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

### **Seventh Grade Physical Education**

Physical education plays a major role in the overall education of children. Students continue to increase their physical abilities. They develop personal skills as they participate in team and group sports/games while increasing their knowledge and skill in lifetime activities. Students will: Demonstrate a greater proficiency in skills needed to participate in team and individual sports and games. Demonstrate knowledge of the rules and explain strategies for various sports and games. Continue to demonstrate good sportsmanship and be helpful to classmates. Demonstrate movement and exercises that improve physical fitness. Increase knowledge and skills for lifetime activities. Achieve and maintain a health- enhancing level of physical fitness. Develop a life-long awareness of a physically active lifestyle.

<b>7th Physical Education</b>	<b>SDE Course Code: 00752</b>	<b>KCS Course Code: 0752010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

### **Eighth Grade Physical Education**

Physical education plays a major role in the overall education of children. The skills learned in physical education develop children physically and provide skills for success in the classroom. Students continue to develop physical skills in both individual and team sports and physical fitness activities. Students will: Develop advanced strategies for competitive and non-competitive games and activities. Understand the difference between competitive sports and lifetime activities. Observe and explain the characteristics of advanced skills in sports and games. Demonstrate good sportsmanship and communication skills. Participate in the assessment of physical fitness and create a plan to improve weak areas. Achieve and maintain a health-enhancing level of physical fitness, develop a life-long awareness of a physically active lifestyle.

<b>8th Physical Education</b>	<b>SDE Course Code: 00852</b>	<b>KCS Course Code: 0852010</b>
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This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.

## Art

Art instruction is as vital to the basic education of all children as reading, writing, and mathematics. As an area of study, art education covers understanding how things are presented visually, knowing what makes beautiful art, and creative problem solving. In grades 6-8, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. Students will:

- Relate visual arts to a variety of cultures and history.
- Distinguish connections between visual arts and other disciplines.
- Identify and apply elements and principals of art.
- Use visual arts skills and techniques to exhibit self-expression.
- Develop skills for understanding and applying media, techniques, and processes with an emphasis on excellence.
- Develop critical and creative thinking skills.
- Obtain higher achievement in other disciplines as a direct result of participation in the arts curriculum.

<b>6th Art Annual</b>	<b>SDE Course Code: 0653010</b>	<b>KCS Course Code: 00653</b>
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This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.

<b>6th Art Wheel</b>	<b>SDE Course Code: 0653050</b>	<b>KCS Course Code: 00653</b>
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This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

### **7th Grade**

Art instruction is as vital to the basic education of all children as reading, writing, and mathematics. As an area of study, art education covers understanding how things are presented visually, knowing what makes beautiful art, and creative problem solving. In grades 6-8, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. Students will:

- Compare/contrast similarities and differences among various cultures.
- Distinguish connections between visual arts and other disciplines.
- Identify and apply elements and principals of art.
- Show competence in manipulation of art tools and materials.
- Develop skills for understanding and applying media, techniques, and processes with an emphasis on excellence.
- Creatively explore, use, and organize different media, techniques, and processes to communicate.
- Obtain higher achievement in other disciplines as a direct result of participation in the arts curriculum.

<b>7th Art Annual</b>	<b>SDE Course Code: 0753010</b>	<b>KCS Course Code: 00753</b>
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This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.



<b>7th Art Wheel</b>	<b>SDE Course Code: 0753050</b>	<b>KCS Course Code: 00753</b>
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This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

### **8th Grade**

Art instruction is as vital to the basic education of all children as reading, writing, and mathematics. As an area of study, art education covers understanding how things are presented visually, knowing what makes beautiful art, and creative problem solving. In grades 6-8, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. Students will:

- Compare/contrast similarities and differences of various cultures.
- Understand purpose behind fine art, functional art, and commercial art.
- Understand and use the elements of art and principles of design.
- Show competence in manipulation of art tools and materials.
- Compare how artists have used visual languages and symbol systems through time and across cultures.
- Creatively explore, use, and organize different media, techniques, and processes to communicate.
- Understand that art is a language that expresses an idea.
- Understand and appreciate the artist's role in society.

<b>8th Art Annual</b>	<b>SDE Course Code:08510</b>	<b>KCS Course Code:00853</b>
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This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.

<b>8th Art Wheel</b>	<b>SDE Course Code:0853050</b>	<b>KCS CourseCode: 00853</b>
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This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.

### **Choral and General Music**

<b>6th Grade General Music (Required)</b>	<b>SDE Course Code: 0654010</b>	<b>KCS Course Code: 00654</b>
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General music instruction is a required grade level class of instruction, which provides students an overview of the elements, history and role of music in today's society. This course will encourage active participation in performing and creating music.

<b>6th Grade Chorus (Elective)</b>	<b>SDE Course Code: 0627010</b>	<b>KCS Course Code: 00627</b>
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Students will have the opportunity to study vocal music techniques and music literature with a goal to perform unison and two-part music. Students will learn to display fundamentals of proper vocal production and consonant and vowel production appropriate to the style of varied vocal literature.

<b>7th Grade General Music (Required)</b>	<b>SDE Course Code: 0754010</b>	<b>KCS Course Code: 00754</b>
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General music instruction is a required 7th grade class of instruction that encourages active participation in performing and creating music through a balanced and sequential program of study. This will allow students opportunities to demonstrate, improvise and/or compose music rhythms and lyrics.

<b>7th Grade Chorus (Elective)</b>	<b>SDE Course Code: 0727010</b>	<b>KCS Course Code: 00727</b>
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Vocal music at the 7th grade level seeks to provide students an opportunity to apply expressive style and vocal techniques to age-appropriate music literature. Students will apply correct diction in several styles of vocal music while maintaining correct voice part/line. The goal is for chorus members to sing three-part music.

<b>8th Grade General Music (Required)</b>	<b>SDE Course Code: 0854010</b>	<b>KCS Course Code: 00854</b>
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General music is a required class of grade level instruction that allows the student to experience a variety of musical studies in the local school and community and to begin to evaluate and critique what they have heard. Students will have the opportunity to examine musical characteristics when related to different cultures and historical periods.

<b>7th Grade General Music (Required)</b>	<b>SDE Course Code: 0754010</b>	<b>KCS Course Code: 00754</b>
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General music instruction is a required 7th grade class of instruction that encourages active participation in performing and creating music through a balanced and sequential program of study. This will allow students opportunities to demonstrate, improvise and/or compose music rhythms and lyrics.

<b>7th Grade Chorus (Elective)</b>	<b>SDE Course Code: 0727010</b>	<b>KCS Course Code: 00727</b>
------------------------------------	---------------------------------	-------------------------------

Vocal music at the 7th grade level seeks to provide students an opportunity to apply expressive style and vocal techniques to age-appropriate music literature. Students will apply correct diction in several styles of vocal music while maintaining correct voice part/line. The goal is for chorus members to sing three-part music.

<b>8th Grade General Music (Required)</b>	<b>SDE Course Code: 0854010</b>	<b>KCS Course Code: 00854</b>
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General music is a required class of grade level instruction that allows the student to experience a variety of musical studies in the local school and community and to begin to evaluate and critique what they have heard. Students will have the opportunity to examine musical characteristics when related to different cultures and historical periods.

<b>8th Grade Chorus (Elective)</b>	<b>SDE Course Code: 0827010</b>	<b>KCS Course Code: 00827</b>
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This course provides students the opportunity to explore the expanding vocal range with a goal to sing three and four-part music literature. Proper age appropriate vocal production techniques will be demonstrated in order for students to evaluate personal and group performance utilizing a rubric.

## **Instrumental Music**

### **BAND**

<b>6th Grade Beginning Band</b>	<b>SDE Course Code: 0628020</b>	<b>KCS Course Code: 00628</b>
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This course exposes students to the three major types of band instruments, wood-winds, brass winds and percussion. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing, and playing simple musical melodies. Students will learn the proper way to play the musical instrument with proper tone quality, embouchure, posture, hand position, head position and proper use of teeth, tongue, throat and air stream. (All students are eligible to participate in 6th grade beginning band)

<b>7th Grade Intermediate Band</b>	<b>SDE Course Code: 0728020</b>	<b>KCS Course Code: 00728</b>
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This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature and to continue to learn and to increase their ability to play a musical instrument. Students at this level are also allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryout and solo and ensemble performance. ("Prerequisite: Completion of the 6th grade beginning band and teacher approval")

<b>8th Grade Advanced Band</b>	<b>SDE Course Code: 0828020</b>	<b>KCS Course Code: 00828</b>
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This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature and to continue to learn and to increase their ability to play a musical instrument. The students will be exposed to more advanced band literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. ("Prerequisite: Completion of 6th and 7th Grade Band and teacher approval")

## **ORCHESTRA**

<b>6th Grade Beginning Orchestra</b>	<b>SDE Course Code: 0628030</b>	<b>KCS Course Code: 00628</b>
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This course is designed to expose students to the four instruments of the string instrument family – violin, viola, cello and bass. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing and playing simple musical melodies.

The student will learn the proper technique for playing a string instrument such as, hand position, posture, bow hold and parts of the instrument. (All students are eligible to participate in 6th grade beginning Orchestra)

<b>7th Grade Intermed Orchestra</b>	<b>SDE Course Code: 0728030</b>	<b>KCS Course Code: 00728</b>
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This course is designed to allow the students to continue to expand their knowledge of the element of music, musical terms, scales and music literature and to continue to learn and to increase their ability to play a string instrument. Students at this level are allowed to switch to another instrument with the approval of the student's parents and the teacher. The student may be exposed to clinic tryouts and

solo and ensemble performance. (“Prerequisite: completion of 6th grade beginning orchestra or other beginning orchestra programs”)

<b>8th Grade Advanced Orchestra</b>	<b>SDE Course Code: 0828030</b>	<b>KCS Course Code: 00828</b>
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This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature and to continue to learn and increase their ability to play a string instrument. The students will be exposed to more advanced orchestra literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. (“Prerequisite: Completion of 6th and 7th grade orchestra or other orchestra programs and teacher permission”)

## **Appendix**

**Tennessee State Board of Education – Middle Grades Policy**

**Types of Diplomas**

**Elective Focus Guideline**

**Parental Request for Academic Release**

**Eighth Grade Courses for High School Credit –**

**Acknowledgment of Understanding**

**Public Notice**

**To view the complete Middle Grades Policy, click**  
**[2.102 State Middle School Policy](#)**

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

**MEETING CHANGING DEMANDS**

Tennessee middle grades students need to become responsible learners prepared to participate in our democratic society and ready to meet the challenges of a global, information-based society, we must begin restructuring our schools now. While there is no question that students need to be educated to higher levels, the challenge of how to accomplish this while providing an appropriate learning environment for middle grade students is considerable.

**WHY MIDDLE GRADES EDUCATION MUST CHANGE**

Too many students are leaving the middle grades underachieving, intellectually deficient in basic academic and critical thinking skills, and lacking in strong social and ethical values. Statistics from the 1996 Tennessee Data Summary Report show a significant increase in suspensions and expulsions beginning in grade six. According to the U.S. Census Bureau, students in grades six through nine demonstrate an increased use of drugs and alcohol and more teens under the age of 16 are becoming sexually active, leading to unacceptably high teenage pregnancy rates. Clearly, today's pre-adolescent student is at-risk.

Since the state, local school systems, and individual schools share responsibility for addressing the needs of young adolescents, it is important to remember that improvement cannot be achieved piecemeal nor without a large investment of time, training and cooperation among all stakeholders. Research has shown that reforms implemented independently of one another are likely to produce little or no significant rise in student achievement; therefore, changes in both the structure and practice of middle grades education must be comprehensive.

Early adolescence is a period of extremely rapid change - intellectual, physical, social, and emotional. As students attempt to make the transition from childhood to adulthood, schools must offer programs which reflect what is known about young adolescents - their physical growth patterns, emerging intellect, social sophistication and emotional vulnerability. Regardless of the grade configuration of the school, today middle grades educators must plan programs that address the special characteristics of 10-14 year olds. Research done over the past 25 years shows that high performing schools for young adolescents are developmentally responsive and academically excellent and provide access to a rich curriculum to all students.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
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**MISSION**

To provide a world class education for all of Tennessee's middle grade students, ages 10-14.

**BELIEFS**

Young adolescents are capable, curious learners who need challenging, content rich, and developmentally responsive learning experiences. These experiences should build on the skills and attitudes developed in the elementary grades and prepare all students for the challenges of high school and their future as life-long learners in the work force.

**VISION**

Middle grade schools will provide a quality education program that is academically rigorous and developmentally appropriate and is available to all young adolescents in Tennessee.

The following practices are essential to achieving this vision.

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**ESSENTIAL ELEMENTS OF QUALITY MIDDLE GRADES EDUCATION FOR TENNESSEE SCHOOLS**

**1. Commitment to High Standards**

- ◆ Schools will establish high expectations and standards for all students.
  - ◆ Schools will accept only teachers and administrators who are academically prepared and are committed to working with middle grades students.
  - ◆ Administrators will communicate a unified community wide philosophy that all students can learn and reach high academic expectations and standards.
  - ◆ All stakeholders - teachers, students, parents, administrators and, community members - will participate in the development, implementation and assessment of acceptable standards.
  - ◆ Teachers and administrators will consistently and effectively communicate learning goals to students, parents, and community members.
  - ◆ The State Department of Education will establish a statewide network of exemplary schools by identifying schools attaining 100% on one or more of the school performance indicators.
  - ◆ The State Department of Education will develop a plan for using exemplary schools and educators as a resource for other schools.
  - ◆ Educators at the middle grades and high school levels, parents, students, and community members will define a set of learning expectations for successful transition into high school. A transition program will be established that includes a plan with strategies and interventions for students not meeting the learning goals.
- ◆ All students will leave the eighth grade ready for high school.  
The indicators of High School readiness are as follows.



# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

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### Indicators of High School Readiness

<b>Standard</b>	<b>Readiness Indicators</b>	<b>School Performance Indicators</b>
The student is able to read, comprehend and utilize print material at the 8th grade reading level.	The student has reached the proficient level on the 8 <sup>th</sup> grade TCAP reading assessment.	% of 8 <sup>th</sup> grade students who score in the proficient or higher levels on the 8 <sup>th</sup> grade TCAP reading assessment.
The student reads widely to gain new information and ideas through a wide variety of books and printed materials.	The student has read books and utilized printed materials at the 8 <sup>th</sup> grade level – including non-fiction and technical selections.	% of 8 <sup>th</sup> grade students who during their 8 <sup>th</sup> grade year have read and utilized at least 30 books and printed selections from across the curriculum – including non-fiction and technical subjects.
The student is able to find, organize and analyze information to answer a question or solve a problem.	The student has researched and written a report to solve a problem or answer a question.	% of 8 <sup>th</sup> grade students who demonstrate proficiency in finding, organizing and analyzing information to answer a question or solve a problem. Evaluated using a locally developed scoring rubric providing for consistent evaluation.
The student is able to communicate the results of a research report.	The student has presented the results of a research report in several ways.	% of 8 <sup>th</sup> grade students who demonstrate proficiency in presenting researched materials verbally and in writing . Educators at both the middle grades and high school levels establish models of acceptable performance. Standards of acceptable achievement are consistent and understood by all.
The student is able to apply the process of science to design and conduct experiments and analyze and communicate the results.	The student has demonstrated the ability to apply the process of science and has conducted an experiment and analyzed and presented the results.	% of 8 <sup>th</sup> grade students who demonstrate the ability to apply the process of science to conduct an experiment and analyze and communicate the results. Educators at both the middle grades and high school levels establish models of acceptable performance. Standards of acceptable achievement are consistent and well communicated.

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Standard	Readiness Indicators	School Performance Indicators
The student is able to write competently for a variety of purposes.	The student has attained a score of proficient on the 7 <sup>th</sup> grade writing assessment. The student has examples of writing in several styles for a variety of purposes.	% of 7 <sup>th</sup> grade students who score in the proficient or higher levels on the 7 <sup>th</sup> grade writing assessment. A cross curricular file is maintained for each student, including teacher and student evaluated writing selections and a development plan for those students who score less than proficient.
The student is ready for or has completed Algebra I or Integrated Mathematics I or Mathematics for Technology I.	The student has reached the proficient level on 8 <sup>th</sup> grade TCAP mathematics or Algebra I end of course test.	% of 8 <sup>th</sup> grade students who score in the proficient or higher levels on the 8 <sup>th</sup> grade TCAP mathematics test or the Algebra I assessment.
The student will explore career opportunities and clusters and propose a plan to attain career goals.	The student has participated in career exploration and has written a six-year high school and post secondary career preparation plan.	% of 8 <sup>th</sup> grade students who participate in a career exploration. All students have a written high school transition plan and a six-year high school through post secondary education plan.
The student will achieve a set of locally defined learning expectations for successful transition into high school.	The student has achieved a set of locally defined learning expectations for successful transition into high school.	% of 8 <sup>th</sup> grade students who have satisfactorily achieved a set of locally defined learning expectations for successful transition into high school.

## 2. Curriculum

- ◆ Schools will ensure that every planned aspect of the school’s educational program supports the curriculum.
- ◆ Schools will provide a meaningful, rigorous, integrated curriculum that is consistent with state and national standards, supportive of local learning goals and objectives, and challenging to all students.

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- ◆ Teachers will weave technology, problem-solving and real world applications throughout the curriculum.
- ◆ Schools will use the annual school improvement planning process to re-evaluate the curriculum.
- ◆ School teams will use evaluation data to realign the curriculum, eliminate content repetition, and identify student knowledge and skill gaps.
- ◆ The state will use technology to gather and showcase exemplary local curriculum guides that integrate state curriculum frameworks with state and national standards.
- ◆ The state will use technology to facilitate the sharing of curriculum units that have challenging content, are based on research, connect several elements of instruction, and bridge to real life situations.

### 3. Climate

- ◆ Schools will establish a climate that is emotionally safe, encouraging students and adults to ask questions, discuss ideas, take risks, make decisions, and learn from mistakes.
- ◆ Schools will develop, communicate, and enforce a school wide discipline policy that is appropriate for middle grades students.
- ◆ Schools will establish a school culture of mutual respect by teaching, practicing, and modeling appropriate behavior.
- ◆ School communities will honor cultural diversity and provide for the dignity of all individuals.
- ◆ Schools will celebrate successes of students and staff.

### 4. Active Learning

- ◆ School systems will support learning opportunities for all members of the school community.

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- ◆ Teachers and community members will provide hands-on experiences that actively involve the student in the learning process.
- ◆ Teachers will use a variety of instructional techniques, approaches and tools to engage students in the learning process.
- ◆ Teachers will use community resources and community service projects to incorporate real world learning experiences and add relevance to student learning.
- ◆ Schools will provide all students with career information and exploration activities to prepare them for choices in high school programs of study.

### 5. Ensure Success for All

- ◆ Schools will develop a systematic way for adults to support and assist students in meeting high academic and behavioral expectations.
- ◆ School and community support services will establish collaborative relationships to provide resources for young adolescents and the adults who guide them.
- ◆ Teachers will write learning goals and strategies for all students.
- ◆ Teachers will communicate with students, parents and colleagues so all understand what is required to ensure that academic standards are reached.
- ◆ Teachers will develop and adopt school wide scoring rubrics to provide the basis for a well communicated, consistent evaluation system.
- ◆ Teachers will provide evaluated samples of student work to allow students and parents to understand when academic standards are met.

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## **6. Extra Support**

- ◆ Teachers will regularly use a variety of assessment information to identify students who would benefit from interventions.
- ◆ Schools will provide research-based interventions to help all students meet the standards.
- ◆ Schools will provide interventions as additional and supplemental support avoiding long term ability grouping and tracking of students.
- ◆ Schools will use time creatively to provide extended learning opportunities, effective interventions and support services.

## **7. School Wide Continuous Improvement**

- ◆ Schools will develop yearly transition plans for all students as they move between grades and buildings.
- ◆ School teams will address the following questions, using data from a variety of sources to annually review progress and to identify areas of student learning which need to be improved.
  - a) What is the school's academic purpose?
  - b) What standards are all students expected to achieve?
  - c) How do standards at the school compare with the rest of the state? nation? world?
  - d) How does the school make sure that everyone – teachers, students, parents, community members – know what the standards are?
  - e) Are there samples of student work that model what is expected for every standard?
  - f) What indicators or evidence of readiness for high school are required of every 8<sup>th</sup> grade student?
  - g) What other indicators of grade readiness are required of every student?
  - h) What steps are being taken to ensure that all students achieve the standards?
  - i) Is data disaggregated to identify trends or achievement differences among groups of students? Male? Female? Ethnic?

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- j) Is student work evaluated consistently according to known criteria across subjects? classrooms? schools?
- k) Are high academic standards used to help adults strive for improved student outcomes?
- l) What is the school doing, specifically, to enable students to learn more eagerly, extensively, and deeply?
- m) What help is provided to students having difficulty?
- n) What formal academic intervention programs have been identified?
- o) How are teachers helped to use standards in planning and delivering instruction?
- p) What changes in curriculum, instruction, and school services have been introduced as intentional strategies for improving academic outcomes?
- q) How will these changes in curriculum, instruction and assessment better prepare students for challenging high school work?
- r) What benchmarks have been delineated, and how is the school holding itself accountable for attaining those specific results?

### 8. Professional Development

- ◆ All stakeholders will have opportunities to learn what educating early adolescents requires.
- ◆ Teachers and administrator must learn to balance the standards of academic excellence with the demand for a supportive active learning environment.
- ◆ The state will encourage schools to recruit and assign to middle grades, teachers who have a middle grades endorsement, National Board for Professional Teaching Certificate or a 7-12 endorsement in a field related directly to the teacher's middle grades assignment.
- ◆ The state and local school systems should provide incentives for middle grade teachers to attain National Board of Professional Teacher Certification.
- ◆ Administrators and teachers will develop individual professional growth plans based on information from the Tennessee Framework for Evaluation and Professional Growth, including

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value added assessment data and other student performance information.

- ◆ Schools will provide time and opportunities for teachers to increase their content knowledge to support high expectations for students.
- ◆ Schools will provide time and opportunities for teachers to learn, practice, and share successful teaching strategies to address a wide variety of student learning needs.
- ◆ Schools will encourage and provide teachers with opportunities for workplace experiences that will enable them to relate the curriculum to career opportunities and work place expectations.
- ◆ Schools will ensure that professional development opportunities meet the following standards:
  - a) Focus on curriculum consistent with national standards and state frameworks,
  - b) Demonstrate pedagogy that reflects current research about teaching and learning,
  - c) Incorporate content knowledge that relates to student experiences, environment, and work force needs,
  - d) Last long enough and provide sufficient follow-up support to constitute a powerful intervention, and
  - e) Form part of a long-term, system wide effort to improve the performance of teachers, schools, and students.
- ◆ Professional development opportunities – including all mandated professional development days – will be assessed by documenting changes that are evident in teacher behavior as a result of staff development and recording how those changes affect student learning.

### 9. Assessment

- ◆ Schools will use assessment data for program evaluation and accountability.
- ◆ Administrators and teachers will use a variety of assessment data to ensure that the written curriculum is what is taught.

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- ◆ The State Department of Education, local school systems, and schools will provide opportunities for administrators and teachers to learn how to gather, analyze, and use a wide variety of assessment data to improve student learning.
- ◆ Schools will engage in continuous program review, evaluation, and accountability through the school improvement planning process, as required by the State Board of Education.

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KNOX COUNTY SCHOOLS ANDREW JOHNSON BUILDING  
Mr. Robert M. Thomas, Superintendent

**KNOX COUNTY MIDDLE SCHOOLS PARENTAL REQUEST FOR AN ACADEMIC RELEASE**

Academic data and performance records are used for placing students in the appropriate level of courses. Because these placements are believed to be the ones that will provide students with the greatest opportunity for academic success, requests for changes should seriously be weighed by the parent/guardian. However, if a parent/guardian feels that such a change needs to be considered, this academic override request must be completed.

Submission of this form does not guarantee a class change. Administration will subsequently review the requested change and contact you if additional information regarding the change is needed.

I, the undersigned parent/guardian of \_\_\_\_\_ request that he/she be enrolled in the course listed below during the \_\_\_\_\_ school year at \_\_\_\_\_.

I am aware of the possible educational implications of this request since it is contradictory to the recommended course level indicated by his/her academic performance and potential thus far. I take full responsibility for this decision if the request is granted and understand that he/she may be required to remain in the assigned class until the end of the term and that additional academic support may have to be provided by me for my child to be successful.

Any student requesting to be placed in honors without meeting approved criteria, if approved by the Principal, will not be permitted to change his/her schedule back to the original placement after the first two weeks of school starting.

Course/level change requested: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

Reason for request: (if more space is needed, attach separate sheet)

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Counselor Comment:

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Approved       Not Approved

Eighth Grade Courses for High School Credit  
Acknowledgement of Understanding  
Knox County Schools

Knox County School District offers several courses which may be taken for high school credit. With the successful completion of these courses, students are awarded credit which appears on their high school academic achievement record or transcript.

Parents and students should read the following regulations which concern these high school level courses. *In order for students to enroll in these courses, parents and students must sign this form and return it along with the course selection sheet.*

The following courses are offered to eighth grade students for high school credit:

- Algebra I Honors
- Geometry
- Physical Science Honors
- German I
- French I
- Latin I
- Spanish I

REQUIREMENTS, GRADING, AND CREDIT

- These courses are advanced level courses and have more rigorous requirements than middle school level courses. Students will be required to complete assignments and take tests that the same courses would require in high school.
- Students enrolled in high school level courses still must meet the eighth grade promotion standards.
- All grades earned in high school level courses become a permanent part of the student's academic achievement record.
- Students will be required to complete a minimum of four additional math credits and two additional science credits during the ninth, tenth, eleventh and twelfth grades.
- In the event of questions related to credit for high school courses, all classes taken for high school credit will be governed by Knox County Schools credit rules

SIGNATURES

I understand the requirements, grading, and credit information listed above for high school level courses taken during the eighth grade.

Student Signature

Parent/Guardian Signature

Date

Date

The Knox County School System affirms that it will comply with Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title VI and Title VII of the Civil Rights Act of 1964, and Age Discrimination Act in Employment Act of 1967.

No person shall, on the ground of race, color, national origin, sex, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be subjected to discrimination in employment opportunities or benefits.

Anyone who believes that Knox County School System has discriminated against them or another individual may file a complaint. Knox County Schools has designated the following people to handle such grievances to comply with the law. Student complaints of discrimination on the basis of disability should be directed to Becky Sharpe, Section 504 Compliance Coordinator, Room 902 of the Andrew Johnson Building, telephone number (865) 594-1044. Complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, or veteran status should be directed to:

**Scott Bolton, Title VI, Title IX and ADA Coordinator**  
**3rd Floor - Andrew Johnson Building**  
**PO Box 2188**  
**Knoxville, TN 37901**  
**Telephone (865) 594-1686**

**or**

**The Office for Civil Rights**  
**U.S. Department of Education**  
**P.O. Box 2048**  
**Atlanta, Georgia 30301-2048**